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PISCES**Proceeding of Integrative Science Education Seminar**Journal homepage : <https://prosiding.iainponorogo.ac.id/index.php/pisces>**Article****Teacher Problems in the Science Learning Assessment Process at SMPN 2 Slahung**Yuni Kartika^{1*}, Yudi Primatama², Yuda Beki Utama³^{1, 2, 3} Institut Agama Islam Negeri Ponorogo, Ponorogo*Corresponding Address: tikayun23@gmail.com**Article Info**

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ABSTRACT

In creating an education system relevant to the times, it is necessary to update the curriculum that can be used as a guideline. The independent curriculum is a response in responding to the development of technology and science, which includes intracurricular learning and projects to strengthen the profile of Pancasila students that improve the competence of students. However, in the implementation of the independent curriculum in schools, there are still various obstacles and adjustments, especially for teachers, namely assessment, where teachers are still confused about the form of assessment in the curriculum. This study aims to describe and analyze teacher problems in the process of assessing science learning at SMPN 2 Slahung. This study used a descriptive qualitative approach. The data collection used were interviews and observations. The data in this study were analyzed according to Mile and Huberman. Based on the results of the study, it is known that teacher problems in the process of assessing science learning at SMPN 2 Slahung are difficulties in determining assessment and assessment because there need to be adjustments to the independent curriculum, the characteristics of students vary so that it is difficult to assess, and students experience a decrease in interest in learning science learning. From these problems, there are several teacher solutions in completing the science learning assessment process by the independent curriculum so that it is expected to realize a more directed learning quality.

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INTRODUCTION

This guideline is a template for writing the manuscript for proceeding of integrative In Indonesia, curriculum updates have occurred several times, this is the response of educational institutions in responding to technological and scientific developments to improve the quality of education (Angga, et al., 2021). The curriculum that has just been implemented and developed in the Indonesian education system is the independent curriculum. The independent curriculum is a curriculum with intracurricular learning and projects to strengthen the profile of Pancasila students which includes various content so that students can deepen concepts and

competencies. The existence of an independent curriculum is the right solution for education that is relevant to current conditions to realize a smart, creative, and resilient generation and have the character of the Indonesian nation.

The application of an independent curriculum in learning is more flexible but also emphasizes the character and essential materials as well as the potential of students (Handayani, et al., 2023). In learning, teachers will be more flexible in using teaching tools according to student interests and learning needs (Directorate of PAUD, 2022). However, in the implementation of the independent curriculum in schools, there are still various obstacles and adjustments, especially for teachers. Many teachers have difficulty implementing an independent curriculum, both teaching and learning activities in the classroom and the assessment process (Rahayu, et al., 2023). Another problem that becomes an obstacle in implementing an independent curriculum is assessment, where teachers are still confused about the form of assessment in the curriculum (Ihsan, 2022).

Assessment is a process of collecting information to determine the achievement of student learning outcomes (Ningsih, 2023). The independent curriculum applies assessments in the form of diagnostic, formative, and summative assessments (Windayanti, et al., 2023). In the independent curriculum, diagnostic assessment is used to determine the basic abilities of students while formative is carried out to monitor the learning process that has been carried out, and summative assessment aims to monitor the effectiveness of learning (Purwati, et al., 2023). Problems in the assessment process occur because teachers have difficulty determining assessments according to learning objectives and the many forms of assessment such as presentations, projects and so on increasingly require adjustments to the implementation of an independent curriculum in learning (Qomaruddin, 2022). Teacher constraints in this assessment process apply to all subjects, including science learning.

Science learning is learning that aims to deepen understanding of a concept and its application in everyday life (Setiawati, 2013). Assessment in science learning is closely related to integrative sciences which combines various aspects such as the domain of attitudes, knowledge, and skills (Prasetyowati, 2014). In implementing an independent curriculum, science teachers often experience obstacles when carrying out the learning assessment process in the classroom. The problems experienced by science teachers in the assessment process can be seen in the many forms of assessment, causing science teachers to have difficulty in assessing student learning outcomes (Amelia, et al., 2023). The problem of science teachers sometimes only focus on learning outcomes in the form of grades so this causes discrepancies with the assessment of science learning which is a scientific approach (Gumilar, 2023).

One of the schools that has implemented an independent curriculum is SMPN 2 Slahung in grades VII and VIII. Based on the results of observations and interviews that have been conducted in the school there are obstacles experienced by teachers in implementing the independent curriculum, especially in the assessment process. One of the problems occurs in science teachers who have difficulty in determining the form of assessment by learning objectives and scientific values in science learning. Thus, this study aims to describe and analyze teacher problems in the process of assessing science learning at SMPN 2 Slahung.

METHODS

This research will be conducted from July 24 to August 24, 2023, at SMPN 2 Slahung Ponorogo. Research using a qualitative approach is descriptive. In this case, the results of the research are emphasized by providing an overview of the actual state of the object under study and explaining the facts in the field in detail, detail, and systematically. Data collection techniques in this study are interviews, observations, and documentation. The interview technique was carried out directly using questions and answers between researchers and informants to obtain data on the importance of teachers in science learning, the implementation

of independent curriculum assessment, and teacher problems in assessing science learning. Observation is done through observation by the five senses to obtain information about objects that can be seen. The resource persons who became informants in the research were the principal, vice principal for curriculum, and science subject teachers. Research data includes primary data in the form of interviews and observations, while secondary data is obtained through documentation. Data analysis is carried out by reducing data, presenting, and making conclusions according to Mile and Huberman.

RESULTS AND DISCUSSION

The problem of the assessment process in the independent curriculum occurs in all learning, especially in science learning. SMPN 2 Slahung applies the independent curriculum to learning quite well. However, there are still obstacles and obstacles in the assessment process, especially in science learning. There are several problems experienced by teachers during the science learning assessment process, this is caused by several factors. Starting from the importance of teachers in learning science, assessment, and problems that occur solutions to these problems will be described in the following explanation.

The Importance of Teachers in Science Learning

From observations in one of the schools in the Slahung area, Ponorogo Regency, namely SMPN 2 Slahung, which is one of the schools with a very thick science education culture (Supriyanto, 2023). Judging from its geographical location, SMPN 2 Slahung is located in the skyline area (hills). This causes the school to become a beautiful school with all its natural pleasures. Then in the education system, teachers as teachers provide an understanding of this natural science not only with the material presented but also with a direct approach to nature. Therefore, teachers play a very important role in the science learning process itself. Teachers have an important role in improving the quality and quality of education (Mbase, 2008). The qualities possessed by teachers will provide knowledge to help students to face challenges in life by building, identifying, and acquiring the skills taught. In addition, teachers also have a role in shaping character, ethics, and moral values in students. The teaching staff at SMPN 2 Slahung has a fairly good quality in the implementation of learning, especially in science subjects. Because it is by 4 teacher competency standards, namely professional competence, social competence, personality competence, and pedagogy competence.

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Standards of Academic Qualifications and Teacher Competencies, Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards it is explained that Teachers must have 4 main competencies that must be developed as a whole including personality competence, pedagogical competence, social competence, and professional competence.

Implementation of the Independent Curriculum Assessment at SMPN 2 Slahung

The learning system at SMPN 2 Slahung has changed with the implementation of an independent curriculum. The flexibility that is the nature of the independent curriculum gives teachers more flexibility in choosing teaching devices that suit the needs and interests of students in learning called differential learning. Along with the positive impact caused, there is a weakness in the application of the independent curriculum, namely the understanding of differential learning that has not been fully mastered by teachers. This situation results in teachers often forgetting to add diagnostic assessments. Diagnostic assessment is a test conducted by teachers to determine the characteristics, needs, potentials, developmental stages, and stages of achievement in student learning, and its implementation is carried out at the beginning of learning. Thus, teachers can adjust the provision of learning to the characteristics of their students.

The implementation of the Independent Curriculum at SMPN 2 Slahung led to changes in the learning system that were more flexible and free for teachers to choose teaching devices according to student interests and learning needs or as differential learning. The implementation of the Independent Curriculum also still has shortcomings, namely that not all teachers understand differentiated learning. So what happens in schools is that teachers often forget to add diagnostic assessments. Diagnostic assessment is a test used by teachers at the beginning of learning to determine the characteristics, needs, potentials, stages of development, and learning outcomes in students. Therefore, teachers must provide learning according to the characteristics of their students (Estari, 2020).

Based on observations at SMPN 2 Slahung which illustrate the plurality of characteristics of their students, teachers are required to be able to prepare varied and innovative learning facilities. This is done by science subject teachers, learning by inviting students to learn in the open, connecting learning materials with real life, varying learning models, and using learning video media to support students' understanding of the subjects taught. Then the teacher is inseparable from assessment activities. From these activities, it is hoped that education can arouse motivation for students to learn and achieve their dreams (Arianti, 2018).

There are two types of assessments in the independent curriculum, namely formative and summative assessments. Formative assessment is carried out during the teaching and learning process periodically according to subjects. This assessment aims to determine the effectiveness of the teaching and learning process. Summative assessment is carried out at the end of the school year to evaluate and determine students in completing certain programs or levels of education (Daliman, 2013).

The implementation of formative assessments carried out by science teachers of SMPN 2 Slahung to obtain information on student learning outcomes, both cognitive and affective aspects, is carried out in various ways, including written tests and unwritten tests. Before carrying out the formative assessment, teachers must design their lesson plans. The written test is a written test in the form of questions and answers so that students not only respond in written form but in the form of drawing graphics, coloring, and so on so that their abilities are known (Majid, 2008).

Based on the above, science teachers at SMPN 2 Slahung in conducting formative assessments conduct written tests in the form of multiple choice, essays, and remedial.

a) Essay

Essay assignments are considered accurate, easy, and fast in the process of making them so they are widely used by teachers in assessment. Students can express the contents of the answer and of course, each individual will have differences of opinion. This is expected to be able to keep students away from cheating. In addition, assessment on the essay test also has disadvantages including (1) limited samples obtained, (2) difficulty in judging. (3) Low reliability of both teachers and learners.

b) Multiple Choice

Tasks in the form of multiple choice will make it easier for teachers to correct and more efficient. The limitations of objective tests are: (1) Does not measure the process of solving problems, (2) Ignore writing ability (Tayibnapis, 2008).

As for the unwritten assessment, science teachers at SMPN 2 Slahung carry out unwritten tests, namely in the implementation of formative assessments during the learning process. Teachers conduct assessments during the learning process in class such as doing: 1) Oral Tests provide benefits that provide opportunities for approach between students and teachers. 2) Presentation is a task that must be completed within a certain period/time.

c) Remedial

A remedial program is an activity given to students who have not mastered the learning materials that have been given by the teacher with the aim of increasing mastery of the

teaching materials so that students are expected to be able to achieve the learning goals that have been determined to achieve learning completion. SMPN 2 Slahung uses learning methods in implementing remedial learning in the form of giving assignments, discussions, questions and answers, group work, and peer tutoring.

Science Teacher Problems in Assessment at SMPN 2 Slahung

The independent curriculum is a new curriculum whose implementation at SMPN 2 Slahung is used for grade 7 and grade 8 learning. The independent curriculum in its implementation in learning certainly has obstacles and problems because of its new implementation. One of the problems experienced by teachers in implementing an independent curriculum is in learning assessment. The problem of teachers in assessment is that teachers still have difficulty in determining assessment and assessment in learning. Because the use of the independent curriculum is still relatively new, teachers still have to learn more and understand in the assessment and assessment learning system. As is well known, the central role in implementing the curriculum and also playing a role in the success of the curriculum as the spearhead (Enjeli, 2022). So it can be interpreted that teachers have a very important role in the application and success of the curriculum. However, the novelty factor of the independent curriculum and the lack of experience time in its implementation, teachers need time to learn and get used to it so its application now still requires improvement and development.

Although teachers are facilitated by differentiated assessment, it raises problems in assessment. The Ministry of Education and Culture presents the independent curriculum as a curriculum whose learning is flexible, namely teachers have the flexibility to carry out learning but are still adjusted to student development and achievement stages, as well as carry out adjustments to local content and context (Ministry of Education and Culture, 2022). So in its implementation, teachers have the right to continue the lesson chapter or not adjust to the abilities and conditions of students. If the student has not been able to master a chapter, the teacher has the right not to continue to the next chapter and still understand the chapter. However, problems arise because the end-of-semester assessment is carried out simultaneously throughout the district and the question-making is carried out by MGMP. These questions sometimes do not match the achievements of chapters in school learning so they become 'homework' and assessment difficulties for teachers, and seem unfair to students which also results in difficulties for teachers in assessment. Another obstacle faced by teachers is the varied characteristics of students that make it difficult for teachers to correct or assess student assignments. Low interest in student learning in doing science learning, especially those related to numeracy. Influences from outside the classroom make students often go in and out of the teaching and learning process.

Teacher Solutions in Facing the Problems of the Science Learning Assessment Process at SMPN 2 Slahung

In learning activities, a teacher will certainly experience various problems and obstacles in the learning assessment process, especially in science learning. Based on the results of observations and interviews that have been conducted, there are solutions and efforts from teachers to solve problems in the science learning assessment process at SMPN 2 Slahung by the assessment in the independent curriculum. Apart from the problems in the assessment process of science learning in the independent curriculum, the following solutions are carried out by teachers to overcome these problems.

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related to numeracy. Influences from outside the classroom make students often go in and out of the teaching and learning process.

a) Attend internal and external training and workshops

The implementation of an independent curriculum still needs adjustment or adaptation for educators, because there are still those who do not fully understand related to the assessment process. Lack of understanding in conducting assessments is a problem that must be solved by teachers at SMPN 2 Slahung. So teacher seriousness is needed in learning and implementing assessments by the independent curriculum so that later it will be carried out optimally. In response to these problems, SMPN 2 Slahung held training and workshops both internally and externally for teachers to understand and know about the assessment process by the independent curriculum, especially in science learning.

Assessment training according to the independent curriculum held by MGMP or KKG both inside and outside the school aims to help teachers understand and apply the assessment process by the assessment applied to solve problems and obtain joint solutions (Livenza & Atmazaki, 2023). In addition to training, to improve understanding of the science learning assessment process, teachers also need to attend workshops both internally and externally. A workshop is a learning experience to encourage active and varied learning to meet the needs of diverse students (Mehram, 2016). It is hoped that training and workshops can improve teachers' ability to apply various forms of assessment, especially in science learning to create a conducive learning environment and achieve the goals that have been set.

b) Expand and multiply knowledge about assessment in the independent curriculum

In the independent curriculum, all teachers are required to be creative and skilled in learning, especially in the assessment process. At SMPN 2 Slahung, teachers began to change old habits and replace them by learning and expanding new knowledge about assessment in the independent curriculum. Learning and developing insights about assessment in the independent curriculum will be a solution for teachers in solving existing problems and being able to realize them well and optimally (Melania & Erizal, 2023). Expanding knowledge will make it easier for teachers to be more creative in planning and realizing learning assessments, especially in science subjects.

c) Sharing knowledge with fellow teachers

To maximize the implementation of assessment in science learning at SMPN 2 Slahung so that it runs smoothly, teachers need to improve their ability and sincerity in understanding and learning related to assessment in the independent curriculum and increase relationships to share knowledge about existing problems. Sharing knowledge is an interaction both two-way and more in communication to develop and improve the abilities of each member (Yusup, 2012).

Sharing knowledge between fellow teachers will add insight and experience in applying assessment to the independent curriculum to alleviate existing problems in the planning, implementation, and assessment processes so that learning activities run optimally and make it easier to achieve goals.

d) Change Mindset

The implementation of an independent curriculum sometimes causes teachers to have to adjust again to these changes and must be able to apply them properly. However, there are still many teachers who have a mindset that with the new curriculum, it will be difficult to apply in learning activities starting from scratch and there are other factors that cause obstacles in implementing it (Mulyana, et al., 2023). At SMPN 2 Slahung, teachers must be able to change their mindset regarding the implementation of the independent curriculum, especially in the process of assessing science learning which is considered complicated because both the school and the government have held many trainings, debriefings, and

workshops to develop their abilities and competencies. A change in mindset or mindset can make it easier to implement an independent curriculum (Rahayu, et al., 2022). A change in mindset is an important factor in realizing an independent curriculum in learning activities in schools.

With these solutions, it can be ascertained that the problems of the science learning assessment process in the independent curriculum can be overcome by improving abilities, developing workshop insights, and sharing knowledge to realize a more focused learning quality.

CONCLUSION

Based on the research findings and discussion above, it can be concluded that the importance of science subjects requires teachers as teaching staff to have good enough quality to deliver materials so that they are also supported by various potential competencies consisting of pedagogic competence, personality competence, professional competence, and social competence. So, with various competency standards owned by science teachers, it will be easier to apply learning according to the independent curriculum, especially in assessment. The assessment of the independent curriculum in science learning at SMPN 2 Slahung includes summative assessment and formative assessment. However, the implementation of the assessment is inseparable from the obstacles experienced by teachers and students. The problem that occurs at SMPN 2 Slahung in the assessment process is that teachers still have difficulty in determining assessment because there needs to be adjustments to the independent curriculum, the characteristics of students vary so that teachers find it difficult to assess, and students experience a decrease in interest in learning science related to numeracy. Apart from the problems in the assessment process of science learning in the independent curriculum, there are solutions carried out by teachers to solving these problems, including attending internal and external training and workshops, expanding and increasing knowledge about assessment in the independent curriculum, sharing knowledge with fellow teachers and changing mindsets. So, with these solutions, it is hoped that the science learning assessment process can realize a more focused learning quality.

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